



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **ICPSU271C Provide basic instruction for a task**

**Revision Number: 1**

## ICPSU271C Provide basic instruction for a task

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to convey technical information to an individual client for their specific use in a clear, concise and coherent manner.
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### Application of the Unit

<b>Application of the unit</b>	This unit applies to skilled workers who are instructing other workers in a task during norm
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>		

### Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for training	1.1. Check with individual that <b><i>training</i></b> is required and that conditions are suitable for training 1.2. Check that any necessary equipment is available 1.3. Check that sufficient time is available for instructor and trainee
2. Instruct trainee in task	2.1. Instruct trainee in task using appropriate techniques 2.2. Provide individual with details of required knowledge about potential problems and causes of failure 2.3. Provide individual with information about potential hazards 2.4. Allow individual to practise task under supervision 2.5. Encourage individual to ask questions and provide feedback
3. Check that learning has taken place	3.1. Check that individual can perform task to required standard 3.2. Check that the individual is aware of potential problems and causes of failure 3.3. Check that individual is aware of potential hazards and knows how to avoid them
4. Arrange for necessary follow-up training	4.1. Estimate individual's level of skill and their requirements for follow-up training, if required 4.2. Arrange for appropriate follow-up training or supervised practice sessions, if required

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- OHS in relation to operating machinery such as safely switching off machinery before cleaning is started
- communication of ideas and information by using clear explanations and checking responses to ensure that understanding has taken place
- collecting, analysing and organising information by breaking the task into components for effective training. Theory is matched with practice
- planning and organising activities by effectively sequencing demonstrations, explanations and practice to maximise learning
- teamwork when working with supervisors to ensure that task trained is relevant to job and that trainee has opportunities to use and practise new skills
- problem-solving skills by identifying misunderstandings and inadequate skills and finding remedies for them

#### Required knowledge

- questioning and active listening for conveying and clarifying information
- basic negotiation skills in relation to other team members
- conveying meaning clearly, concisely and coherently
- basic skills in demonstrating and explaining skills

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>clearly, concisely and coherently conveying technical information to an individual client for their specific use</li> <li>demonstrate an ability to find and use information relevant to the task from a variety of information sources</li> <li>observation of training on TWO separate occasions combined with discussion with the trainer about what has been done and their assessment of trainee's progress</li> <li>evidence for assessment may be gathered from assessment of the unit of competency alone or through an integrated assessment activity.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Scope of training*** may include:

- training is provided on a one-to-one basis or to small groups of trainees and may include demonstrations and/or descriptions of procedures.

***Target group*** may include:

- this competency applies to skilled workers instructing other workers in a task during routine work.

## Unit Sector(s)

Unit sector	
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## Competency field

Competency field	Support
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## Co-requisite units

Co-requisite units		